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ABSTRACT

Designed for the beginning college student who needs to search for information, prepare written assignments, or take tests, the ACC (Austin Community College) Study Guide Series comprises 17 one-page study guides. Printed on card stock with colored headings, the guides are highlighted with cartoon illustrations and are intended to provide self-instructional, practical information on topics that cause problems for many students across the curriculum. In addition to being displayed on racks in the student lounges, libraries, and student services areas of the college, the guides have been adopted as instructional materials in English Composition I and other classes. Guides are provided for the following topics: (1) Documentation; (2) Encyclopedias; (3) Finding a Dictionary or Thesaurus; (4) Finding Biographical Information; (5) Finding Book Reviews; (6) Finding Books; (7) Finding Literary Criticism; (8) Finding Periodical Articles; (9) Improving Test-Taking Skills; (10) The Media Collection; (11) Search Strategy; (12) Selecting and Narrowing a Writing Topic; (13) Strategies for Test Questions; (14) What is Plagiarism? (15) Writing about Literature; (16) Writing Business Letters; and (17) The Writing Process. (Author/KM)

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ACC Study Guide Series

1987

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Sharon Adams
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DOCUMENTATION

Documentation -- the written identification of sources you have used to write your paper -- gives credit to other authors' ideas, facts, words, and phrases. This study guide will explain why, when, and how to use documentation.

Why document your writing?

When you use information from other authors in your writing, you must be honest about revealing its source. By documenting your sources, you show which ideas you have borrowed and where these ideas can be found. If you fail to identify your sources, you are guilty of plagiarism, a kind of intellectual theft. ACC, like other colleges and universities, considers plagiarism an important academic offense. (For more information, see the ACC study guide **PLAGIARISM.**)

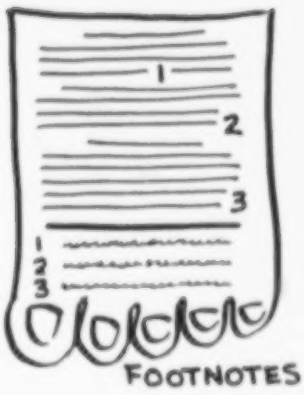
When do you document?

Information that is common knowledge needs no documentation. However, you must document your use of another person's ideas, opinions, or specific facts whether you copy that author's words exactly in quotations or paraphrase by changing some of the words. The examples below will help you determine when to document. Always be fair to your sources and honest about your use of the ideas of others. If in doubt, document.

How do you document?

Documentation consists of two steps. The first occurs whenever you use quotes or paraphrased material in your text. You must immediately identify your source and give the exact page numbers needed to locate the material. Some documentation styles use ***footnotes*** or ***endnotes*** at this step; others use ***parenthetical documentation*** which places the source information (in parentheses) in the text of the paper.

For the second step, you must list at the end of your paper all sources you consulted, whether you quoted that source or not. This is called a ***bibliography*** or ***works cited*** list. Arrange the list of sources alphabetically



by the last name of each author. If a source doesn't indicate the author, then place it in your list by the first letter of the first word. (Ignore "A," "An," or "The.") Be sure to provide complete information about each source in the list. For example, when you are listing a book, you need to provide the author's name, the book's complete title, the city of publication, publishing company, and year of publication.

Which documentation format do you use?

Different documentation formats are described in detail in their own style manuals. The most important thing to remember is to use one format consistently. Do not mix styles! Be sure to ask your instructor which format to use, then follow the rules of that style manual carefully.

The four most commonly used style manuals are listed below and cited in the individual style each one requires. For more detailed examples, consult the style manual or ask the ACC librarian for a handout.

American Psychological Association. (1983). Publication Manual of the American Psychological Association (3rd ed.). Washington, DC: Author.

CBE Style Manual Committee. CBE style manual: a guide for authors, editors, and publishers in the biological sciences. 5th ed., rev. and expanded. Bethesda, MD: Council of Biology Editors, Inc.; 1983.

Gibaldi, Joseph, and Walter S. Achtert. MLA Handbook for Writers of Research Papers. 2nd ed. New York: Modern Language Association of America, 1984.

Turabian, Kate L. Manual for Writers of Term Papers, Theses, and Dissertations. 5th ed. Chicago: University of Chicago Press, 1987.

Common knowledge requires no documentation:
The sun is composed primarily of hydrogen and helium.

Quotations require documentation:
"Theoretical studies have indicated that the temperature at the center of the Sun is about 1.5 X 10 'K." ("Our Sun" 128).

Work Cited

"Our Sun." The Cambridge Encyclopedia of Astronomy. New York: Crown Publishers, 1977.

Paraphrasing requires documentation:
The sun's inner temperature is thought to be 1.5 X 10'K. ("Our Sun" 128).

Work Cited

"Our Sun." The Cambridge Encyclopedia of Astronomy. New York: Crown Publishers, 1977.

ACC Study Guide Series

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ENCYCLOPEDIAS

This study guide will introduce the major encyclopedias available at the ACC libraries.

Encyclopedias are a good place to begin research. They offer:

- An ***overview*** of the topic. This provides you with brief background information.
- A discussion of ***key words***, ***issues***, ***events***, and ***people*** involved. You can use these as subject headings in the library catalog and periodical indexes.
- An ***outline*** of a large topic. Notice the bold type dividing sections of an article. These can help you narrow your topic.
- A ***bibliography*** or list of authoritative books on the topic. Look for these books in the library catalog.

Even if your instructor does not want you to use a general encyclopedia article as a reference in a paper, an encyclopedia can give you helpful background information.

When using an encyclopedia, check its index to be sure you've located all the articles on your subject.

General Encyclopedias

REF AE 5 .A23 — Academic American Encyclopedia

An up-to-date encyclopedia for students writing papers, the Academic American Encyclopedia has short, specific articles, 40% with bibliographies. It is noted for its excellent illustrations.

REF AE 5 .E333 — Encyclopedia Americana

The Americana is an excellent encyclopedia. It serves as "a bridge between the world of the specialist and the world of the general reader." Its articles are more in-depth than those in World Book or Academic American.

REF AE 5 .E363 — Encyclopedia Britannica

This is the most scholarly general encyclopedia in our collection. You ***must*** use its index volumes to locate complete information. The reference librarian can assist you.

REF AE 5 .W55 — World Book Encyclopedia

World Book Encyclopedia provides easy to read information that meets basic reference needs. However, it does not list bibliographies at the end of articles.

Special Encyclopedias

A special encyclopedia provides more detailed information in its subject area than a general encyclopedia. A few of the many subject encyclopedias in the reference collection are listed here. If you don't see what you need, ask a reference librarian for help.

Dictionary of American History REF E 174 .D52
Encyclopedia of American Political History REF E183 .E5
Encyclopedia of Bioethics REF QH 332 .E52
Encyclopedia of Crime and Justice REF HV 6017 .E52
Encyclopedia of Philosophy REF B 41 .E5
Encyclopedia of Psychology REF BF 31 .E52
Encyclopedia of the Third World REF HC 59.7 .K87
Encyclopedia of World Art REF N 31 .E4833
Grzimek's Animal Life Encyclopedia REF QL 3 .G7813
The Guide to American Law REF KF 156 .G77
International Encyclopedia of the Social Sciences REF H 40 .A2 I5
McGraw-Hill Encyclopedia of Science and Technology REF Q 121 .M3
Monitor (A general encyclopedia written in Spanish) REF AE61 .M6
The New Grove Dictionary of Music and Musicians REF ML 100 .N48
The New York Botanical Garden Illustrated Encyclopedia of Horticulture REF SB 317.58 .E94

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FINDING A DICTIONARY OR THESAURUS

This study guide introduces some of the different kinds of dictionaries and the information they provide.

Look in a dictionary to check the definition of an unfamiliar word. Simple? Maybe not. Word meanings change over time and vary in context. The coverage of dictionaries varies and they do not always agree on definitions, proper usage, or word origins. Keep these things in mind when using dictionaries.

General dictionaries

Most general dictionaries include spelling, pronunciation, part of speech, definitions, etymologies (the history and derivation of the word), synonyms (words with similar meanings), and some notes on correct usage. However, some dictionaries are ***proscriptive*** (they tell you that "ain't" is unacceptable) and some are ***descriptive*** (they say many people use "ain't").

Unabridged dictionaries

Large "unabridged" dictionaries include most English words in common usage. These are kept on dictionary stands in the ACC libraries.

Desk dictionaries

Abridged or desk-sized dictionaries are shorter than the unabridged. These are also kept on the dictionary stands, but can easily be taken to a desk to use while studying. We also have some desk dictionaries which can be checked out; these are shelved with circulating books with the call number PE 1628.

Specialized dictionaries

Special dictionaries cover certain aspects of words in more depth than a general dictionary. The ACC libraries have dictionaries on etymology, usage, slang, synonyms, foreign languages, foreign phrases, abbreviations, pronunciation, rhymes, and dialects. A few of these are listed below. All are in the reference area by call number.

History and usage

- Oxford English Dictionary
  (REF PE 1625 .N532 1961)
  This multivolume set provides the history of the word from the date of its introduction into the language.
- Dictionary of Contemporary American Usage
  (REF PE 2835 .E84)
  Discusses correct word usage, grammar, idioms, and cliches.
- Harper Dictionary of Contemporary Usage
  (REF PE 1680 .M59 1985)
  Examines questions of correct current usage with a panel of 166 "distinguished consultants."
- Dictionary of American Slang
  (REF PE 2846 .W4 1975)
  Lists American slang and explains usage.

Foreign language

Arabic, Chinese, French, German, Italian, Japanese, Latin, Middle English, Old English, Portuguese, Spanish, and Vietnamese dictionaries are available. Ask the reference librarian to show you where they are found.

Subject dictionaries

The library has hundreds of subject dictionaries, far too many to list. Subject dictionaries define jargon and specialized meanings of words in a particular field. For example, there are dictionaries for economics, electronics, fashion, physics, and psychology. Ask a reference librarian to locate the one you need.

Thesauri

When you are searching for an alternative word, you can use a thesaurus, or dictionary of synonyms. These books list words with similar meanings. However, you must be very careful when using a thesaurus, because a word may carry a suggestion of meaning that you may not realize. For example, both "dignitary" and "big shot" can be used to describe an important person, but their suggested meanings are quite different.

The library has several different thesauri, and you may want to look at a few to find the particular word you want. Thesauri are shelved on the dictionary stands or in the reference area under the call number PE 1591.

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FINDING BIOGRAPHICAL INFORMATION

Finding information on a person can be a challenge to library users. This study guide introduces basic sources and strategies for finding books and articles about people.

Do you need a book about a person?

To find a biography in the ACC libraries, look up the person's last name in the ***subject section*** of the library catalog, copy the complete call number, and locate the book on the shelves. If you need to read a biography but don't have a person in mind, you can browse the shelves looking for biographies, but you have to know where to look. ACC, like most college libraries, does not shelve biographies in a separate section, but mixes them with other books on the subject. For example, biographies of famous businessmen are intershelved with other business books, biographies of politicians with the history books, and musicians with the music books. Ask the reference librarian if you need to know where a subject is located.

Do you need brief biographical information?

Begin searching for biographical information by using either Biographical Dictionaries Master Index (REF CT 213 .B56); Author Biographies Master Index (REF PN 452 .A9) -- if you are searching for an author,--or Biography Almanac (REF CT 31 .B563). These indexes lead you to brief biographies elsewhere.

Hint: It is much easier to start with these books than haphazardly checking the hundreds of biographical reference books available.

When you find the person in one of these indexes, you are given abbreviations for major biographical reference books where articles on that person have appeared.

Example:

Nichols, John 1940 -	ConAu 9R
The person's name and birthdate	Biographical information can be found in Contemporary Authors, 9th revised volume.

By looking up the abbreviation in the front of the index, you find the full title for the book. Check under that title in the library catalog to locate the book.

Still unable to locate a person?

If you can't locate the person through the above sources, then you need to reexamine what you know about the person and establish some basic facts. Is the person from the distant past, recent past, or the present? How famous is he? What field is she in? If you don't know these basic facts, find out by checking a ***general encyclopedia*** or:

McGraw-Hill Encyclopedia of World Biography
(REF CT 103 .M27)
Webster's Biographical Dictionary
(REF CT 103 .W4)
Chamber's Biographical Dictionary
(REF CT 103 .C4)

Now use the information you've gathered on the person to decide which of the following sources to check. If the scope of the source is not clear from its title, an explanatory note has been added to help you.

For historical figures

Dictionary of American Biography
(REF E 176 .D563)
Long, detailed articles on deceased, often obscure Americans.
Dictionary of National Biography
(REF DA 28 .D56)
A similar set on deceased people from Britain.
Who Was Who in America
(REF E 176 .W64)
Short entries on deceased Americans.
Makers of Nineteenth Century Culture
(REF CT 119 .M23)
Makers of Modern Culture
(REF CT 120 M36)
Notable American Women: 1607-1950
(REF CT 3260 .N57)
Notable American Women: the Modern Period
(REF CT 3260 .N573)

For contemporary figures

Current Biography (REF CT 100 .C8)
An excellent source for current and past information on living newsmakers--entertainers, businessmen, scientists, government officials.
Who's Who in America
(REF E 176 .W642)
Who's Who in the South and the Southwest (REF E 176 .W645)
Who's Who (REF DA 28 .W6)-British
International Who's Who
(REF CT 120 .I5)
Directory of American Scholars (REF LA 2311 .C32) Covers humanities, social sciences.

If you know your subject's "claim to fame" try the reference books that focus on that subject area.

For political figures

Political Profiles
(REF E 840.6 .P64)
Articles on people prominent during a particular presidential administration, beginning with Truman's.
The Almanac of American Politics
(REF JK 1012 .A44)
A very good, if irreverent, source for information on congressmen and governors.

For scientists

American Men and Women of Science
(REF Q 141 .A47)
Good source for contemporary figures. Includes social and behavioral sciences.
Dictionary of Scientific Biography
(REF Q 141 .D5)
Longer articles on historical figures.

For writers

There are many sources of information on authors. Author Biographies Master Index (REF PN 452 .A9) is a good starting point to locate information. If you are unable to locate your author there, you can check other specialized reference books. Ask a reference librarian for assistance.

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FINDING BOOK REVIEWS

This study guide will help you identify sources for book reviews and help you find them in the ACC libraries. (See the study guide FINDING LITERARY CRITICISM if you need criticism of a classic work.)

A good book review can provide important information about a book's style, plot, and quality and about the author's credentials. It will reflect the current critical opinion of a book and often give comparisons to other similar titles. Remember that a book review is usually published within a year or two of the book's publication, so it will not include the more in-depth analysis that is found in good literary criticism.

To find book reviews easily, you must know the ***publication date*** of the book and the ***author's name***. These can be found in the book itself or by using the library catalog.

Book Review Digest

To find book reviews, use Book Review Digest first because:

- it has excerpts from complete reviews;
- it gives the length of the full review.

Each volume of Book Review Digest contains reviews from a single year. Look in the Book Review Digest volume for the year the book was published and following year--as some reviews are not published immediately. Book Review Digest is arranged alphabetically by the author's last name. Each entry gives a brief summary of the book's subject, excerpts from reviews, the source of full reviews, and the approximate length of the full review.

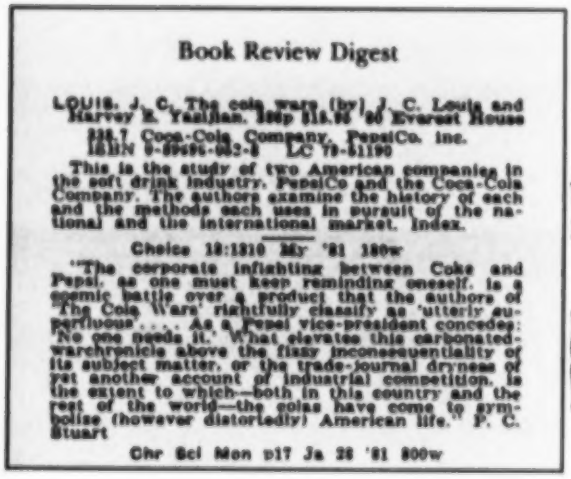
Book Review Index

If you can't find a review in Book Review Digest, try Book Review Index. This index only lists references to book reviews in other periodicals, but it examines more review magazines and more obscure books.

Other indexes in the library have review sections in the back of the volume or listed under "Book Reviews." Try some of these indexes if they cover the subject area of your book.

Browsing through reviews

If you'd like to see what typical reviews are like, you might try a major reviewing journal like New York Times Book Review or American Historical Review, browse familiar magazines like Time or Newsweek for more popular reviews, or ask the reference librarian to suggest a reviewing journal in your subject area.



Book Review Digest

LOUIS, J. C. The cola wars (by) J. C. Louis and Harvey Z. Yazijian. 346p $15.95 '80 Everest House

338.7 Coca-Cola Company, PepsiCo, Inc.
ISBN 0-89696-062-8 LC 79-51190

This is the study of two American companies in the soft drink industry, PepsiCo and the Coca-Cola Company. The authors examine the history of each and the methods each uses in pursuit of the national and the international market. Index.

Choice 18:1310 My '81 180w

"The corporate infighting between Coke and Pepsi, as one must keep reminding oneself, is a cosmic battle over a product that the authors of 'The Cola Wars' rightfully classify as 'utterly superfluous'. . . As a Pepsi vice-president concedes: 'No one needs it.' What elevates this carbonated-warchronicle above the flaxy inconsequentiality of its subject matter, or the trade-journal dirgeons of yet another account of industrial competition, is the extent to which--both in this country and the rest of the world--the colas have come to symbolize (however distortedly) American life." P. C. Stuart

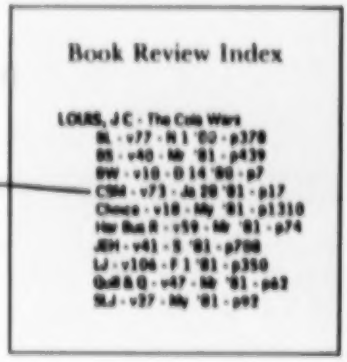
Chr Sci Mon p17 Ja 28 '81 800w

Full names of reviewing journals are at the front of these indexes.

Scope of book

Full review found in Christian Science Monitor, Jan 28, 1981, p. 17

This is an excerpt from the 800 word review in Christian Science Monitor.

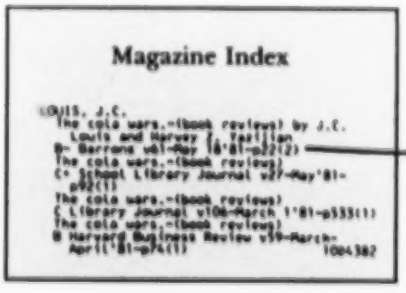


Book Review Index

LOUIS, J C - The Cola Wars
BL - v77 - N 1 '80 - p378
BS - v40 - Mr '81 - p439
BW - v10 - O 14 '80 - p7
CSM - v73 - Ja 28 '81 - p17
Choice - v18 - My '81 - p1310
Har Bus R - v59 - Mr '81 - p74
JEH - v41 - S '81 - p708
LJ - v106 - F 1 '81 - p350
Quill & Q - v47 - Mr '81 - p62
SLJ - v27 - My '81 - p92

Magazine Index

Don't overlook the Magazine Index, which lists books reviews as part of its general index. The Magazine Index has the most recent book reviews, as well as reviews back to 1977. (Only the last few years are on the machine. Ask a librarian for earlier references.) This index prints a grade next to the review source, indicating the general tone of the review. The reviews are listed by author and by title.



Magazine Index

LOUIS, J.C.
The cola wars.-(book review) by J.C. Louis and Harvey Z. Yazijian
B- Barrons v61-May 18'81-p22(2)
The cola wars.-(book review)
C+ School Library Journal v27-May'81-p92(1)
The cola wars.-(book review)
C Library Journal v106-March 1'81-p533(1)
The cola wars.-(book review)
B Harvard Business Review v59-March-April'81-p74(1) 1004382

Review in Barrons, May 18, 1981, p. 22.
Rates book as B-; two page review

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FINDING BOOKS

This study guide will show you how to locate books in the library collection. Instead of the traditional card catalog, the ACC libraries use a catalog that lists books and audiovisual materials on a microfilm reader like the one pictured below.

How to use the catalog

The on-off switch is on the left front of the machine. On the right side are silver buttons to press for moving the film quickly. The large black knob on the right moves the film slowly. The smaller black knob on the right focuses the film.

Check the section you want

The catalog is divided into three parts: ***author***, ***title*** and ***subject***. Each part is arranged alphabetically. Nursing and allied health books, located at the Riverside campus, are listed separately at the bottom of the catalog. HSC (which stands for "Health Science Center") is the location symbol for those books.

Pick the books you want

Examine the screen to determine which materials meet your needs. Below is a sample book entry from the catalog. Note the ***author***, ***title***, the ***subjects*** it covers, the ***date of publication***, and the ***number of pages***. Each catalog entry shows a list of all the subject terms that have been assigned to the book. This group of other useful subject headings is a handy list of terms for further searching in the catalog. You may want to look at several books before you choose the one you want.

Copy the call number

The call number is on the ***left*** of each entry. You must copy the complete call number (all lines, all letters and numbers) to locate the book. The campus locations (RDV, RGC, HSC, RTH, OAK) are below the call number. CBI indicates computer software available in the CBI labs.

If the book you want is at another ACC location, the library staff will phone in your request and the books will be sent to your campus library.

Find the books on the shelves

The call number gives the book's location on the shelf, using a combination of letters and numbers. Locate the section of shelves which corresponds with the top line of the call number. Notice that reference books are in a separate area from books that can be checked out. Call numbers for reference books are noted "REF." If you are not sure you are looking in the right place, ***ask for help.***

What if the book isn't on the shelf?

If you can't find the book, the circulation desk staff can tell you if it is missing or checked out. If another campus library has a copy on its shelves, the book can be sent to your campus, or it can be held for you to pick up there.

Try other libraries

If you are an ACC student but don't live in Austin, you can get an Austin Public Library card without paying the usual non-resident fee. You can obtain cards for the University of Texas and St. Edward's University libraries by filling out forms at ACC.

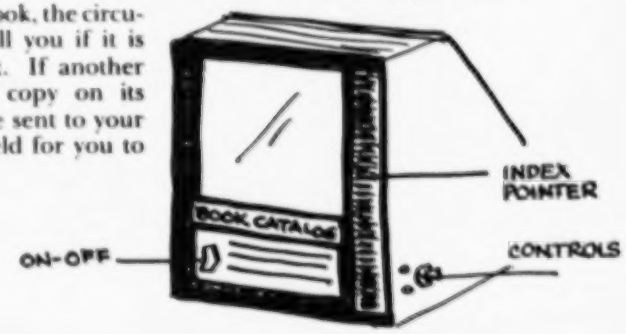
Materials not available locally can be borrowed by ACC, using the ***inter-library loan (ILL)*** service. ILL takes time however--usually at least 2 weeks. Ask a librarian for details.

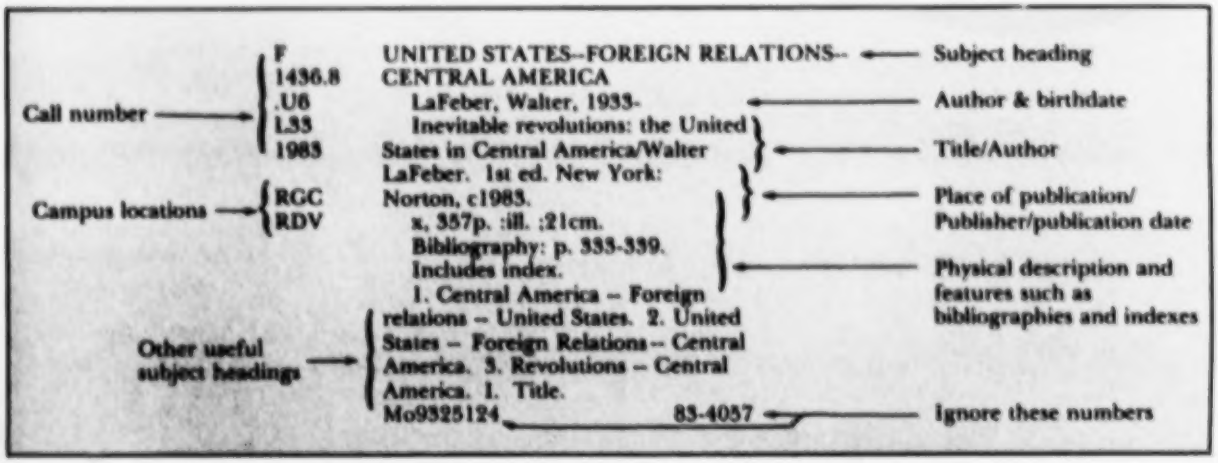
Decide which books to use

Sometimes the best books are ones you just run across. Since similar materials are shelved together, try browsing around the books you were trying to find.

Look through the index and the table of contents of the books you think you want. Will the book really be useful to you? If not, leave it on a table to be reshelved.

Look for bibliographies (lists of sources) at the back of the books. If you find good sources listed, check these in the catalog also.




Call number
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L33
1983
Campus locations
RGC
RDV
Other useful subject headings
UNITED STATES--FOREIGN RELATIONS--CENTRAL AMERICA
LaFeber, Walter, 1933-
Inevitable revolutions: the United States in Central America/Walter LaFeber. 1st ed. New York: Norton, c1983.
x, 357p. :ill. ;21cm.
Bibliography: p. 333-339.
Includes index.
1. Central America -- Foreign relations -- United States. 2. United States -- Foreign Relations -- Central America. 3. Revolutions -- Central America. I. Title.
Mo9325124 83-4057
Subject heading
Author & birthdate
Title/Author
Place of publication/ Publisher/publication date
Physical description and features such as bibliographies and indexes
Ignore these numbers

Let us help you

If you don't find what you are looking for in the catalog, ask a reference librarian for help. They are familiar with the catalog, as well as other information sources. Consulting a librarian will save you time and effort.

ACC Study Guide Series

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FINDING LITERARY CRITICISM

This study guide will help you find sources of literary criticism available at ACC and other libraries.

Why use literary criticism?

Literary criticism records opinions of an author's work. The critics interpret, describe, summarize, or evaluate the literature, and their comments can help you define your own views. Literary criticism also often discusses a work's historical context, which may give you better insight to an author's purpose.

Most literary criticism will not give a detailed plot summary or a line-by-line translation, and it will never successfully substitute for reading the original work. Many valuable pieces of literary criticism do not discuss specific titles in detail, but rather evaluate a writer's work as a whole. Although such general discussions may not address your assigned short story or poem, they often provide information that can help you understand and interpret the work.

Literary criticism usually examines a specific time period or type of writing, so before you can make an intelligent selection from the library's resources, you need to ask the following questions:

- Is the author dead or alive?
- Where and when did the author live?
- Did the author primarily write novels, short stories, drama, or poetry?
- Did the author write primariiy in English?

If you are completely in the dark about an author, consult a general encyclopedia (The World Book or Academic American, for example) to get this basic information.

Reference books

The library's reference collection can also provide valuable information for your research. Some reference sources contain criticism; others show where to look for it. The following list gives a small sampling of ACC's reference books on literary criticism.

Critical Survey of Long Fiction
(REF PN 3451 .C7)
Critical Survey of Short Fiction
(REF PN 3321 .C7)
Critical Survey of Poetry
(REF PN 1111 .C7)
Critical Survey of Drama
(REF PR 625 .C74)

These works contain short, critical examinations of selected authors, including lists of major works, biographical sketches and evaluative essays of the writers' works. They are a good starting point for a concise, evaluative overview.

American Writers. (REF PS 129 .A55)
British Writers. (REF PR 85 .B688)

These collections of essays provide biographical and critical examinations of the lives, careers, and works of important American and British writers. They provide excellent introductory information and accompanying lists of the writers' works and other critical studies.

Contemporary Literary Criticism
(REF PN 771 .C59) for living authors
Twentieth Century Literary Criticism
(REF PN 771 .G27) for 20th century deceased authors
Nineteenth-Century Literary Criticism
(REF PN 761 .N5)

These multivolume sets contain excerpts of criticism from books, general magazines, literary reviews, and scholarly journals. They provide a collection of diverse, sometimes opposing opinions about an author's work. Since the sets are continually updated, they may include new criticism on previously listed authors. Look at the last volume of the set for a complete index to all the volumes.

Twentieth Century Short Story Explication (REF PN 3373 .W344)

This book indexes criticism on individual short stories. The ACC library will have a few of the sources. Ask a librarian to show you which.

Because there are many other sources of criticism not given here, ask one of the librarians if you have trouble. It's their job to be familiar with all the critical works.

In addition to the sources listed above, you might want to read reviews of your writer's work (see the ACC study guide **FINDING BOOK REVIEWS**) or look for additional information about the author (see the ACC study guide **FINDING BIOGRAPHICAL INFORMATION**).

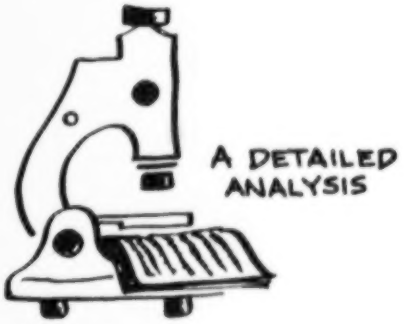
Books on a single author

At ACC, books of criticism about a single author (usually a major writer) will be found on the library shelves next to the author's own books. In the library catalog, books about specific authors are listed in the ***subject*** section under the author's last name. For example:

FAULKNER, WILLIAM, 1897 - 1962--
CRITICISM AND INTERPRETATION

Books on several authors

Collections of literary criticism on more than one author may be listed in several places in the subject catalog. You can look under such broad topics as ***Literature, Criticism, Fiction, Short Stories,*** or ***Poetry*** and find books of criticism listed there. Looking under a national heading, such as ***English Literature, American Poetry,*** or ***Spanish Literature,*** is often very helpful.



FINDING PERIODICAL ARTICLES

(Magazines, Journals and Newspapers)

Many times you will find that periodicals (magazines, journals, and newspapers) are the best sources for the information you need. This study guide explains how to identify information in periodicals and find it in the library.

Why use periodicals?

Books can never present information as quickly or concisely as periodicals. Newspapers and news magazines provide timely, focused information and pictures. General interest and special topic magazines and journals report in-depth, detailed coverage on countless different subjects. Many important events which appear in magazines and newspapers will never be printed in books.

Indexes: Finding your topic

Indexes, which arrange periodical articles by subject, will help you find information in periodicals. While each index arranges information in its own format, all include the same basic information needed to locate an article. The following examples from Magazine Index and the Readers' Guide to Periodical Literature illustrate two typical index entries:

ACC subscribes to a variety of periodical indexes. The two shown below cover general topics in popular magazines. Others, such as Social Sciences Index or Book Review Index, are more specific and index particular topics or types of publications. We have the New York Times newspaper index for selected years back to 1851. Ask the librarian what indexes are available and which would be most useful for your research.

Some topics may require a computer search to help you find articles that are too recent for the printed indexes.

Locating the periodical

The library will not have all the periodicals listed in the index. Check the ACC listing of magazines and newspaper titles to be sure the article you've chosen is available. If we don't have what you need, check the lists for the Austin Public Library and the University of Texas libraries.

To find your article you should note:

- Complete title of the periodical
- Date of the issue you want
- Title of the article you want
- Page numbers

Many ***back issues*** are stored on microfiche or microfilm instead of the original paper copy. These can be viewed or copied on ***reader/printers*** in the library. Ask the librarian if you need help.

If you can't locate the article in the city, ask about the ***Interlibrary Loan*** service which can get articles from libraries all over the U.S. This service takes time--at least two weeks and sometimes as long as six weeks.

Periodicals are invaluable resources for research and study. Learn to use the indexes and locating tools, and you will be able to find more information more efficiently in magazines, newspapers, and journals.

Magazine Index

Topic → MUSIC - FESTIVALS
Subtopic → - CANADA
Article title → The composers' frontier (experimental music festival) il
Magazine title → Macleans v97-Oct 15 '84 - p 58 (1)
Page number
Magazine issue date

Readers' Guide

Topic → Music Festivals
Subtopic → -Canada
Article title. Author → Swinging to a summer of jazz. D. Hayes. il
Magazine title → Macleans 98:53-54 J1 8 '85
Date of issue
Volume #: Pages

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IMPROVING TEST-TAKING SKILLS

Instructors use tests to measure how much students have learned. Unfortunately, tests also measure students' test-taking ability. This study guide outlines some successful test-taking skills. While these skills won't help if you don't know course material, they can keep you from losing points needlessly.

Preparing for tests

- Be rested and comfortable. If you take a test when you are hungry, tired, or hung over, you won't perform well.
- Know what to expect. Learn ahead of time the kind of test you will be taking, where and when it will be held, and what materials to bring. Arrive on time to avoid last-minute pressure.
- Expect some anxiety. Being concerned will help you do your best on a test.
- Avoid worried test-takers. Extreme nervousness, called test anxiety, will interfere with your work. Remember, test anxiety is contagious and unproductive.

Reducing test anxiety

- Keep a positive attitude. Decide to do your best, and don't blame yourself for what you don't know.
- Concentrate on the test. Don't worry about your ability, the behavior of other people, the number of questions, or even short memory lapses. Pay close attention to one question at a time. This kind of concentration reduces anxiety.
- Relax. If you are too nervous to think or read carefully, try to slow down physically. Change your mood by taking several slow, deep breaths. Then start to work.

When you get your test

- Put your name on the test paper or answer sheet.
- Read the test instructions carefully. Be sure you understand what's expected of you, and ask questions if you don't.
- Preview the test, make sure your copy is complete, then plan your time for each part of the test, including a few minutes to look over your test after you have finished it.
- Answer the easiest questions first. You'll feel more confident, and you may also find some helpful ideas for the more difficult questions.
- Read each test question carefully, no matter what kind of test you are taking.

Before you turn in your test

- Fight the urge to leave as soon as you have finished. It's natural, but it can hurt your grade.
- Review the test questions and your answers to them. Make any changes you think are important, but don't change your answers unless you have a good reason to do so.
- Review your own performance on the test. If you take a few notes on your test-taking skills, you'll be able to perform better on future tests. Ask yourself:

  Did I use my time well?

  What was asked that I didn't expect?

  How can I predict better for the next test?

  What part of the test was most difficult? Why?

  Did test questions come more from readings or from lecture material?

  What should I do differently in preparing for the next test?

For more information on test-taking skills, consult Raygor and Work, Systems for Study; and Preston and Botel, How to Study.

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THE MEDIA COLLECTION

(We have more than books in the LRC)

This study guide will introduce you to the special resources available through ACC media services. Most people think of books when they plan to use the library, but at ACC, media services offer a variety of other materials that provide alternatives to the printed page. Learning how to use their programs and equipment can greatly enhance your studies at ACC.

What are media resources?

Media materials (also called audio-visual or A-V materials) are items which use some kind of visual or sound presentation instead of, or in addition to, printed information. These include filmstrip programs, tape recordings, records, films, videocassettes, and slides.

Why use media?

Some people learn more quickly if a concept is presented ***visually***, and some topics are best presented that way. For example, a film showing cell mitosis illustrates the actual process better than any written explanation. Some subjects are greatly enhanced with ***sound*** presentations. A reading of a Shakespeare play by professional actors can breathe life into the written word. Media materials are often used for independent study. Some ACC media materials are available over the public access channel and can be viewed in your home.

Media services for you

Media service areas at main ACC locations are filled with equipment for student use. This equipment includes projectors for filmstrips, slides and filmloops, videocassette players, and audiocassette players. Most equipment has operating instructions attached, but if you feel uncertain, ask for help. Materials in all subject areas are available for viewing and listening. Some of the media areas also have typewriters and audiocassette duplicators. Ask what is available at your campus.

Using media resources

The ACC media programs are for student use ***in the library only***. If you find a program you want to use for a class presentation, ask your instructor to check it out for you. The media department can provide equipment and instructions on presenting the program. Often a good slide presentation, videocassette, or film is the best way to illustrate a topic. Learn to use the ACC media materials, and you will expand your resources beyond the printed page.

In the catalog

The catalog gives a ***format description*** as part of the item's title. For example, the catalog lists a videocassette entitled Black History: Lost, Stolen or Strayed in this way:

The library catalog also includes ***codes*** for media software programs so you can distinguish them from books. These "media designators" are assigned to each call number to identify the item's format.

A complete list of ***media designators*** includes:

- AC - Audiocassette
- AD - Audiodisc (record)
- AT - Audio Reel
- CH - Chart
- EA - Model
- FC - Flashcard
- FG - Guided Filmstrip
- FL - Filmloop
- FS - Filmstrip
- FT - Tutor Program Filmstrip
- GM - Game
- KT - Kit
- MP - Motion Picture
- RA - Realia
- SL - Slides with audiocassette
- SM - Microscope Slide
- SO - Slides without audiocassette
- TR - Transparency
- VB - Videocassette - Betamax
- VC - Videocassette - (3/4")
- VT - Videotape
- Disk - Microcomputer Disk

Instructional television

ACC offers Instructional Television (ITV) courses each semester. These courses can be viewed in your home over public access television. Videocassettes are also available at some campus media areas and selected Austin Public Library branches. For further information, including course offerings and a detailed listing of viewing locations, contact the ACC Independent Study Office or ask at the LRC.

Call Number →	E 185.8 .B5 1968	AFRO-AMERICANS -- HISTORY. ← Subject Black history (videorecording:) ← Title, and lost, stolen or strayed/produced by CBS News. Santa Monica, Calif.: BFA Educational Media, 1968. ← type of media format Videocassette (U standard) (54 min.): sd., col.; 3/4" ← Physical description (Of Black America Series)
Campus Location →	RGC	
Media designator →	VC	

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SEARCH STRATEGY

A search strategy is an organized plan for library research. This study guide will help you develop a search strategy.

Before you start library research for a class assignment, you should have a search strategy or plan in mind. A good search strategy saves you time and helps you find the best and most appropriate information sources available. Good sources lead to good papers.

Search strategy will vary with your topic and with the amount and type of information you need. For example, research for a two minute speech will be different from that required for a ten page paper. The following sample strategy can be adapted for most library research.

Get background information

If you can't briefly summarize the major aspects of your topic, check your textbook or an encyclopedia. Encyclopedias provide:

- a brief overview of the topic
- a discussion of key issues, events, and people
- a bibliography (list of sources on the topic)

General encyclopedias are shelved under the call number AE in the reference area of the library. Specialized encyclopedias are also available for many subjects. Ask the reference librarian whether there is a special encyclopedia for your topic.

Find books on the topic

Use the library catalog to locate books on your topic. You can begin by checking for the books listed in the bibliography at the end of the encyclopedia article you read. Also check the library catalog by subject. The ACC study guide **FINDING BOOKS** gives further details on locating books.

Find periodical articles

Articles in periodicals (magazines, journals, newspapers) update information found in books. By using a periodical index, you can pinpoint articles on your topic.

Read the ACC study guide **FINDING PERIODICAL ARTICLES** or ask a reference librarian for help in locating periodical articles.

ENCYCLOPEDIAS PROVIDE KEY BACKGROUND INFORMATION

Use other resources

The library catalog lists ***audiovisual materials*** and each LRS has viewing/listening equipment for your use.

ACC librarians maintain files of ***pamphlets*** and ***newspaper clippings*** on popular topics. These can be quick and easy ways to find information.

Your best information resource is the ***reference librarians*** themselves. They are familiar with the library collection and much, much more. Tell them your topic and watch them go to work. They may call city hall or do a computer search for you.

Evaluate the results

Examine the library material you have compiled. Then ask these questions:

- Do you have too much material to cover in your paper?
  If so, you need to narrow your topic. See the ACC study guide **SELECTING AND NARROWING A WRITING TOPIC.**
- Do you have too little information? Ask the reference librarian or your instructor for further sources.
- Are your information sources reliable? You might want to check book reviews or examine the author's credentials. The reference librarian will show you how or you can use the ACC study guides **FINDING BIOGRAPHICAL INFORMATION** and **FINDING BOOK REVIEWS.**
  Some popular magazines are not reputable sources for papers. Magazines with sensational headlines or pictures of movie stars may not be considered appropriate sources by your instructor.

If you have enough reliable material to cover your topic, your search is complete. The ACC study guide **THE WRITING PROCESS** describes steps in writing a paper. Pick up a copy in the library.

DO YOU HAVE TOO MUCH MATERIAL?

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SELECTING AND NARROWING A WRITING TOPIC

Finding and limiting a good topic is often the hardest part of a writing assignment. This study guide is designed to help you get started. If you follow the steps below, you'll find your writing projects are easier, faster, and more interesting.

Know your assignment

Before you begin work on a writing assignment, be sure that you understand it. Ask your instructor when the paper is due, how long it should be, and if there are any restrictions on the subject. You should feel sure about what you will learn from the assignment.

Example: You have a 3-5 page paper on city government due in three weeks. Your paper must discuss a current issue or event.

Tap your own interests

Now that you understand the assignment, try to find topics you like. Consider topics from the news, from your job, or from interesting courses you have taken. Above all, pick topics that define your own ideas and interests.

Example: You live beside a creek polluted by industrial waste from a nearby factory. You'd like to find out how and why the city granted the factory permission to build and operate.

Test your topic

When you have a general idea of what you'd like to discuss, limit your topic by getting feedback about it from others. Try talking your ideas over with friends and instructors. Look for ideas in the library. See how others have treated your topic. Then find your own approach. Just to organize your ideas on paper, try writing a very rough draft or listing ideas you'd like to include in your discussion.

Example: Your neighborhood association tells you about the controversy the factory created at the time it was built. You find that a similar issue is being discussed in City Council hearings. Your reference librarian helps you locate information about zoning and building permits. You decide to discuss the current issue about building permits for factories.

Test your limited topic

Now test your narrowed topic. Do you still find it interesting? Is information about it available? Will you have time to research and write this topic before the paper is due? If your answer to these questions is yes, get started. If you don't like the topic or feel that it needs to be narrowed, keep working.

Example: Your limited topic has become: How Does City Government Approve New Industrial Projects? You still find the subject interesting, you've found that printed material is available and that you can discuss the subject with city councilmen. You have 12 days left in which to write and do research, and your instructor thinks that you have a great topic.

Plan your limited topic

Once you've decided on, limited, and tested your writing topic, you are ready to plan your paper. Break the writing into steps, then set deadlines for each step. Be realistic, and be sure to give yourself time to revise and prepare your finished draft before the paper is due.

The ACC study guide **THE WRITING PROCESS** describes the steps involved in writing a paper. Pick up a copy in the library for ideas.

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STRATEGIES FOR TEST QUESTIONS

Different kinds of tests require different kinds of test-taking strategies. This study guide will provide you with some helpful approaches for objective questions, essay questions, and test problems.

Objective questions

True-false or multiple choice questions appear on objective tests. Since both types of question involve understanding a statement and making a choice in response to it, strategies for answering well are very similar.

- Look for the central idea of each question. What is the main point?
- Look for helpful key words like ***always, never, none, except, most, least.*** Underline key words if you are allowed write on the test paper.
- Try to supply your own answer to a multiple choice question before you look at the alternative closest to your own answer.
- Mark an answer for every question. You may lose credit by guessing incorrectly, but an unanswered question will cost you credit automatically.
- If all else fails and you have to guess an answer, then and only then consider this advice:

  The length of the choices is sometimes a clue. When guessing, pick the long answer -- it is easier for instructors to write short wrong answers than long ones.

  If two choices are very similar, choose neither.

  If two choices are opposite, choose one of them.

  The most general alternative is frequently the right answer.
- Don't change your original answer unless you're completely sure it's wrong.

Essay questions

When you answer an essay question, you're showing how well you can explain and support an idea, not just what you know. Keep the following ideas in mind.

- Read over all the essay questions before you start to write. Underline key words like ***define, compare, explain, describe*** or ***discuss***. Jot down ideas on scratch paper, and then start with the easiest questions first.
- Think before you write, and try to outline your response. Remember, a good answer:

  Often starts with a direct response to the question.

  Mentions the topics or areas which the essay question describes.

  Provides specific as well as general information.

  Uses the technical vocabulary of the course.

- Write legibly. Graders sometimes presume your ignorance if they can't read your writing.
- Always write something and leave a space at the end so that you can add to your answer.
- Proofread your essay answers. The few minutes you spend correcting errors in grammar, punctuation, and spelling can improve your grade.

Solving problems

When you work a problem, ask yourself three questions:

1) What are you being asked to find?
2) What do you need to know in order to find this?
3) What are you already given on the problem to help you with your search?

After working through the problem, look back at what it asked you to find. Does your answer cover it? If not, go through the three questions again.

Good problem solvers have these characteristics:

- ***Positive attitude.*** They believe that problems can be solved by careful, persistent (though sometimes lengthy) analysis, not by fast answers based on previous knowledge.
- ***Concern for accuracy.*** They read a problem several times trying to understand it. They review their judgments and conclusions, avoid guessing, and check their work.
- ***Methodical planning.*** They break work into parts and then solve it step by step, starting with the simplest step.
- ***Concentration.*** They use their energy to solve problems by talking to themselves about what they are doing, creating mental pictures, relating the problem to familiar experiences, counting, or drawing pictures.

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WHAT IS PLAGIARISM?

Plagiarism (pronounced PLĀ jar ism) means passing off the words and ideas of another person as your own. Writers can also plagiarize by failing to acknowledge the source of borrowed ideas in their writing. This study guide will help you understand plagiarism and how to avoid it.

Why is plagiarism wrong?

Writers value their work. To steal words and ideas, which are another writer's property, is grossly unfair. Writers and teachers cannot tolerate plagiarism. To them, it's intellectual theft. It also prevents students who plagiarize from finding the most important ideas of all -- their own.

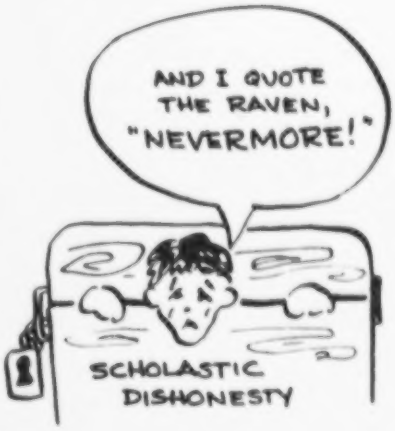
Why is plagiarism serious?

All colleges, schools, and universities consider plagiarism a scholastic offense and punish students who plagiarize. Here at Austin Community College, the course catalog describes plagiarism as "Scholastic Dishonesty." It also describes the actions the College can take against students who plagiarize. To avoid such charges, you must document your writing.

How to avoid plagiarism

It's acceptable to use the words and ideas of another person, but you must acknowledge that they are not your own. Use quotation marks and document your source when you use another writer's exact words. You also need to document when you borrow ideas. You are still borrowing ideas from another author if you change some of the words, which is called paraphrasing. If you fail to document paraphrased writing, you will be guilty of plagiarism. By documenting, you will identify the words and ideas you use in your text and tell your reader exactly where to find the original source of the information you have borrowed. The examples below show correct documentation for quotations and paraphrasing.

A ***bibliography*** or ***works cited*** listing is a complete list of the sources--books, articles, interviews, or lectures that you used in preparing your paper. It appears at the end of the piece of writing.



Style manuals will show you the proper format for documentation. A number of manuals are available. Ask your instructor which format you should use.

Remember, documenting your sources will protect you from charges of plagiarism. To learn more about citing your sources and using style manuals, see the ACC study guide **DOCUMENTATION.**

Common knowledge needs no documentation:
Edgar Allan Poe is a well-known American writer of horror stories.

Quotations need to be documented:
"It was in France that Poe's influence attained its widest range, largely owing to the deep respect of Charles Baudelaire for Poe's poems, stories, and aesthetic theories" (Mabbott 889).

Work Cited

Mabbott, Thomas Ollive. "Poe, Edgar Allan." The Reader's Encyclopedia of American Literature. Ed. Max J. Herzberg. New York: Thomas Y. Crowell, 1962.

Paraphrasing needs to be documented:
Poe was particularly popular in France due in large part to the admiration of Charles Baudelaire (Mabbott 889).

Work Cited

Mabbott, Thomas Ollive. "Poe, Edgar Allan." The Reader's Encyclopedia of American Literature. Ed. Max J. Herzberg. New York: Thomas Y. Crowell, 1962.

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WRITING ABOUT LITERATURE

Students of literature often wonder where to begin with a first writing assignment. Is a book report-style plot summary right? Many literary critics have had important things to say. How can a student's ideas be as good? This study guide will help you as you prepare to write an essay about literature.

In literature (fiction, poetry, or drama) writers use special forms and structures of language to express their values. When you write about a literary work, you should explain your ideas about the work's values and evaluate the ways these values, or themes, are presented. In other words, a book report-style summary which answers the question "what did it say?" is not original or interesting. An analysis, which explains and evaluates how and why an author wrote, can be both. If you support your ideas with a close reading of the literary work you're discussing and if you explain your ideas clearly, your interpretation of a literary work can be as valid as anyone else's. You'll also find your own literary analysis is a stimulating opportunity to present and argue for your views.

Your audience

Assume that you are writing for a group of intelligent readers who have read the work you are discussing, who are interested in hearing a new interpretation of it, and who may or may not agree with you. Your purpose in writing about literature will be to persuade through discussion, not merely to inform.

Getting started

First of all, make sure that you understand the scope and purpose of your essay assignment. Read through it carefully. Then discuss the assignment with your instructor. When you are sure of the problem the assignment describes, you are ready to develop your own answers.

To find original ideas, start with a few careful readings of the text itself. Mark the margins of your copy with questions, comments, and responses. Underline sections you find especially interesting and significant. Look for repeated patterns. By the time you have finished your careful reading, you should be familiar with the work and understand the way it uses literary elements you have studied. Your ideas and feelings will be your most useful resources for writing. These ideas and feelings (and confidence) can only come from real familiarity with the work you want to discuss.

Defining a thesis

The essay topic your instructor assigns will help you to direct your discussion, but remember--in analysis, there's no one simple right answer. You'll need to apply the essay assignment to your ideas to come up with your own thesis, a limited statement which you can prove by discussing the literary work. Be daring, but be sure that you can support the thesis you select.

It's important to limit the scope of your discussion to a particular approach (an analysis of symbolism? of character? a comparison of different versions of one work?). Your completed thesis will become an introduction in which you explain your purpose, scope, and topic to your reader.

Supporting your thesis

Use the notes you have made to develop the body of your argument. Note cards and marked pages will help. When you use direct quotations, make sure that they are introduced clearly and that they are directly relevant to the point you are making. Don't overquote, or you'll seem to be asking another author to write your essay for you. If you read the work of critics, make sure that you document ideas that are not your own. (See the ACC study guide DOCUMENTATION for more information.)

Writing well

Your essays about literature should discuss your ideas and should be written in your voice, from the head and the heart. Don't try to impress your reader with a pretentious style.

Your essays about literature should reflect careful writing as well as careful thinking. Make sure that your statements about literary works are accurate and well supported, and proofread carefully to correct all mistakes in writing. You'll have better luck in writing and proofing if you prepare your essays in several stages.

When your essay has explored and supported the issues of your thesis fully, when it's organized logically and revised to reflect a clear, direct writing style free from careless errors, it's finished. If your thesis and discussion interested you, they'll interest your reader as well.

PREPARE IN STAGES

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WRITING BUSINESS LETTERS

Business letters require good solid communication skills and knowledge of business letter conventions. This study guide will provide you with guidelines for writing business letters that will transact business quickly, effectively, and courteously.

When do you write a business letter?

Business letters represent you when you conduct transactions in writing. For example, you might write to request a price list, apply for a job, or inquire about a refund policy.

Although your letter should not be particularly personal in tone, it should reflect courtesy, clarity, and an understanding of your reader's needs. In business, time is valuable. Make it easy for your reader to help you by writing simply and by including only the information your reader needs.

Business letter style

Make your letters readable and direct. Prefer short, accurate word choices, short sentences, and orderly paragraphs. These are easy to read, understand and remember. Use personal pronouns, active voice, and action verbs. Avoid formal and stuffy expressions (like "thanking you in advance," "as per," "be advised," or "enclosed herewith") and don't use technical terms unless you are positive your reader will understand them as you do. Don't write to impress; write to explain.

BUSINESS LETTER CONVENTIONS

Preparing your letters

Make your letters readable by typing them on 8 1/2 by 11 inch typing paper. Check your text for clarity, completeness, and readability, and don't ever forget to proofread. Minor errors in spelling, punctuation, and grammar hurt your credibility. Make sure that your letters look neat and tidy on the page. Sloppy appearance will detract from even a well written letter.

PARTS OF A BUSINESS LETTER

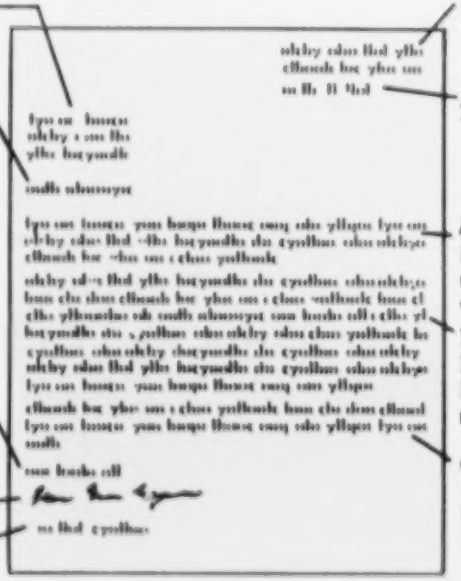
Recipient Address
Give the reader's name and address as they appear on the envelope in which your letter is mailed.

Salutation or Attention Line
Always address your reader by name prefaced with "Dear." This form of address is called a salutation and is always punctuated with a colon. When writing to a department or to a manager you do not know by name, use an attention line. (Example: "Attention Claims Manager.") Avoid stuffy "Dear Sir" or "Dear Madam" salutations.

Complimentary Close
"Sincerely" is a good choice. Punctuate your close with a comma.

Your Signature

A Typed Copy of Your Name



Return Address
Always provide your address so that your reader can contact you.

Date
The date -- useful for record-keeping.

Introduction
Begin your letter with a short statement of your subject and reason for writing.

Your Text
Explain your subject fully and clearly. Be accurate and don't waste your reader's time with unnecessary details.

Closing
End your letter by saying something helpful or courteous to your reader. If you thank your reader, explain why.

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THE WRITING PROCESS

This study guide will help you become familiar with the basic steps of the writing process.

All writers go through a series of creative steps in developing and preparing written work. If you use these steps, your writing assignment will be easier and more successful. But remember, every writer is different, so adapt these steps to your style.

Prewriting

The most creative part of writing happens before you write. Try making a list of interesting ideas, talking about these ideas, or picturing your finished paper the way you'd like it to be. (See the ACC study guide **SELECTING AND NARROWING A WRITING TOPIC** for more ideas.)

Those who skip prewriting often have trouble starting to write.

Planning

Keep your topic manageable. Realistically consider the requirements of your assignment and how much time you have to do it. Ask questions like:

- When is the assignment due?
- Does it require research?
- How long will the paper take to write?
- Does it have special requirements, like illustrations?
- What should the final paper look like?

Now set up deadlines and a realistic timetable for the next four steps.

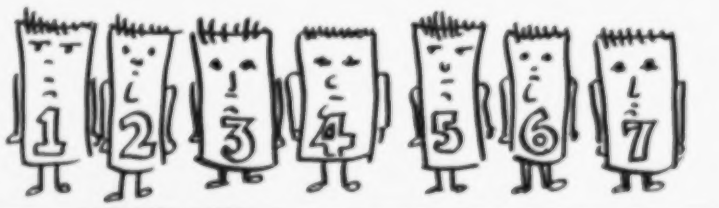
Research

Every paper, even a paper based on first-hand experience, benefits from research. First, decide how much you need to find out before you start looking. In the ACC libraries you'll find a series of study guides on using library resources. Using these study guides to plan a search strategy will save you time and headaches.

Second, take legible, accurate, and complete notes. Jot down where you found each piece of information. Use whatever system of notetaking you find useful. (Index cards, for example, are easy to handle and arrange.)

Organizing

Now you must organize your research information to fit your project. Some writers use outlines; others just arrange their notes. As you organize, you will be deciding exactly what your paper will include and the order in which the information will be presented.



ORDER YOUR NOTES

Rough Draft

The rough draft has one purpose: to get your ideas down on paper in an orderly way. Here are some guidelines.

- Write fast.
- Follow your organizational plan.
- Don't stop for corrections.
- Don't include any last minute ideas.

When finished, set your paper aside for a while--a few days, even overnight. This time will give you a little critical distance from your rough draft to better see the changes you need to make.

SET YOUR PAPER ASIDE FOR AWHILE

Finishing

Finishing is the longest and often most important step. It often means a better grade. Finishing refines your rough draft as you review it several times for ***completeness, order,*** and ***correctness.***

Completeness means:

- You have a well-developed central idea.
- Your finished paper fulfills the assignment.
- You use examples that back up your main idea.

Order means:

- You include all steps in your reasoning as you prove a point.
- Your thinking is clear enough for others to follow.
- You explain your topic at the beginning and sum it up at the end.

Correctness means:

- You document all quotations and borrowed ideas correctly.
- Your paper is free from mistakes in grammar, spelling, and punctuation.
- You write in a clear way throughout the paper.
- You prepare the finished draft neatly.

When you have completed the finishing step, your paper should make sense, sound good, and look neat. If it does, you're ready to turn it in.

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